



TEACHERS' STRATEGIES IN TEACHING SPEAKING SKILL TO JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

Improving the speaking skill of the students requires creativity in strategies. Therefore, this research aims to describe the kind of strategies as well as the obstacles. This research used observation sheet and interview guide as the instruments. The subjects of this research were two English teachers who teach the junior high school students at SMP Inshafuddin Banda Aceh. The data were collected by observing and interviewing the teachers. Then, the procedure of data analysis for this research involved data condensation, data display and drawing the conclusion. The result of the first research question of this research described that there are five strategies used by the teachers in teaching speaking skills, namely role play, drilling, games, picture describing, and storytelling. Meanwhile, the result of the second research question described the obstacles faced by the teachers related in applying the strategies. It is suggested for the teachers to be creative in applying several strategies to improve students' speaking skill. In conclusion, in order to be succeed in applying the strategies, the teachers need to find the solution in overcoming the obstacles while applying the strategies.

Keywords: *teachers' strategies, obstacles, speaking skill.*

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INTRODUCTION

Speaking is the ability to communicate with other people. Therefore, speaking is a key for communication among people in daily life in order to change the information. Brown (2004, p. 142) stated that "Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information orally". Teaching speaking skill is regarded as one of the significant elements of teaching a foreign language.

In addition, Nunan (1995) put forward that learning to speak in a second language will be facilitated when learners are actively engaged in the attempt to communicate. The students who learn English as a Foreign Language (EFL) have to master the speaking skill in order to be able in expressing their minds, ideas and thought spontaneously. As speaking skill is crucial for students to allow them to communicate with other people globally, this skill is expected to be mastered by the students. In relation to this, each school including a boarding school has adopted the 2013 national curriculum that expects junior high school students can express meaning in interpersonal, transactional and functional communication of English in spoken or written forms.

After conducting preliminary research at SMP Inshafuddin Banda Aceh, the researcher found that there were plenty of students who gain the achievement by winning some English contest such as debate and speech contest. Such achievement seems to have occurred because English teachers used several strategies to improve students' speaking skill. The researcher also found that English has been used in all places of the school especially in the dormitory area.

It is a challenging job for the teacher to teach speaking skill for the students due to the fact that English is not the mother tongue for most of the students. Since English is used as a means of the communication in the dormitory area, the teachers need to use numerous suitable strategies in teaching speaking skill. As a result, the aim of the learning process will be successful and the students can learn English more effectively.

William and Burden (2003) stated that strategies are used by teachers are the factor of success in language learning. In this research, the researcher expects that the strategies in teaching speaking skill that implemented by the teachers to junior high school students will be helpful for the students in mastering the target language. The researcher intends to conduct the research in SMP Inshafuddin, Banda Aceh

because the situation of the school that demands all of the students to use English as the language of communication in the school especially in the dormitory area.

Besides, junior high school students constructed knowledge by actively interacting with their environment in developmental stages. Baxter (2007) stated the strategy will enable the students' development in the early cognitive stage and will challenge more advanced learners to a pragmatism commitment. Therefore, the researcher is interested to find out the strategies that the teachers use to teach speaking to the junior high school students.

LITERATURE REVIEW

Teachers' Strategies in Teaching Speaking Skill

Speaking is useful for language acquisition provided that students more or less understand what they speak, the more they speak, the better they absorb it. Speaking requires learners to acquire the knowledge about how to speak not only linguistically connect but also pragmatically appropriate expressions (Martinez and Uso-Juan, 2006, p.139). Speaking is also a crucial part of second language learning and teaching. The goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language.

There are important elements that establish effective speaking activities. Here, the researcher elaborates about the elements of speaking, which are vocabulary, grammatical structure, pronunciation and fluency (David and Pearse, 2000, p.34).

Teachers' strategy is a series that planned and organized by the teachers and apply in the activities that includes the use of methods and utilization of various resources or strength in a study. The strategy is designed to achieve a certain learning goal. In order to learn the skill in English, the strategies are useful in the class activity and also in out-of-class situations. Teaching strategies are very essential since they determine the success of teaching process. A teachers' strategy should be interesting and can take students' attention. The students can benefit from how to use contextual clues and guessing the meaning from the content to deal with unfamiliar items (Linse & Nunan, 2005).

Teachers' strategies in speaking skill are very important to overcome students' difficulties in speaking. The aim of teaching

speaking is to provide students with the ability in expressing the target language to cope with basic interactive skill (Brown & Yule, 2000). In order to be effective in teaching speaking skill, the teachers may use the numerous strategies to choose from. Teaching strategy defines as the various methods or ways that are implemented by teachers in the teaching-learning process. The strategies used in teaching speaking that propose by several experts are the activities such role play, drilling, games, picture describing, and storytelling.

Role Play

Role plays are activities where students are asked to pretend to be in a setting of social contexts and various social roles (Harmer, 2001; Thornbury, 2002). It involves students playing roles that they do not play on real life. The social role in various areas was selected based on the students' needs, that kinds of learning brought students social experience how to do the role in specific context of communication. Students pretend to be another person who involves in a particular situation. Role play is virtually one of the ways we can give our learners the opportunity to practice improving a range of real-life spoken language in the classroom.

Role play can be grouped into two forms, very structured and less structured role play (Larsen-Freeman, 2000). In very structured role play that called as scripted role play involves interpreting either the textbook dialogue or speaking text in the form of speech that the teacher tells them what they should say. The main function of the text after all is to convey the meaning of language items in a memorably way. In contrast, the less structured role play or unscripted role play is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary.

Language Games

Language games mostly developed and designed depends on a learner's need and level. Games can be created or designed based the objective that wants to be obtained in speaking. Teachers should know kinds of language games before deciding which games are suitable with the lessons. Language games can be classified according to the kinds of language focus they have, the kinds of resources, classroom management and the organization they need (Brewster, Girard & Ellis, 2002, p. 174).

In addition, Chen (2002) pointed out some benefits provided by games in language learning, especially for speaking skill. First, games lead the teaching process become student-centered. More student-student interaction will lead the classroom teaching process become valuable because each learner has chance to speak and expose their target language ability. Second, games promote communicative competence that we often assume as the goal of communication in language teaching. Third, games create a meaningful context of language use. Many games activities are created with purpose to reach specific features of target language.

Drilling

Drilling is a process known as eliciting. It is to encourage the students to bring up a word, phrase or structure as they study before. The teachers generally use prompts, pictures, mimes etc., to help learning process along. Teacher's main role of drilling is to provide a model of the word, phrase or structure for students to copy. Thornbury (2002) argued that it is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole. Through repetition, students give the action of repeating something that has already been said or written.

Pattern practices and drills are the features of classroom practice in audio lingual method (Richard & Renandya, 2002). The roles of the teachers are to present new words within the same sentence, structure, and they also have to keep the learners on repeating and practicing so that the learners will learn language habitually. Students listen carefully first either to tape recording or teacher reading out of a dialogue or drill. There are three basic drill types; those are simple repetition, substitution and transformation.

Picture Describing

Picture describing is considered as easy ways to teach speaking skill to students who are at their beginner level of learning English. By looking at the picture, the students are expected to be easily remembering the pictures that showed to them. At this time, the students' brain development is at their best. Consequently, that it must be utilized to the maximum in learning foreign language, especially in learning the speaking skill. Brandon (2012) stated that using picture strategy can help the teacher to teach vocabulary related to concrete meaning.

In addition, Hornby (1995, p. 138) confirms that picture is a description that gives students an idea in their mind of what something is like. It means that picture describing strategy makes students remember and understand the new vocabulary more easily. Moreover, when the teacher introduces a new picture as a new vocabulary, the teacher has to be careful, especially in the pronunciation. Picture describing will help the students to understand directly about the meaning of the words from a picture.

Storytelling

Storytelling can be used to develop listening, speaking and writing. Storytelling promotes language learning by enriching students' vocabulary and acquiring new language structures (Dujmovic, 2006). Students usually enjoy the same stories many times. In the implementation of this strategy the teachers can vary the presentation by using book, picture or moving characters. Teacher should be creative in varying the way of presentation of the story.

Storytelling is a usable as a mean to teach the values in students that do without the need to patronize the students (Asfandiyar, 2007). In the implementation of storytelling as a classroom activity, the process becomes very important because the process of getting the value or message of the settled story can increase the speaking skill of the students. Moreover, the teachers have to be able to ensure that the students to know and to understand what are being told. In addition, the teachers apply the strategy during the classroom can use story books to show an image and telling the story. One thing should be noted by the teacher is that the teachers have to be able to demonstrate the storytelling.

METHODOLOGY

Research Subject and Object

The subjects of this research were two English teachers who were teaching the junior high school students at SMP Inshafuddin, Banda Aceh. Those teachers' initials were teacher CSM and teacher MA. Before the researcher chose the subject, the researcher considered the criteria of the English teacher who suited this research's characteristics. After the researcher investigated the entire English teacher in the school, the researcher found that these two English teachers were appropriate to this research because the teachers applied several strategies in teaching speaking. The object was the strategies that used by the teachers in

teaching speaking in the classroom. Those strategies were role play, drilling, games, picture- describing, discussion group, story-telling, answer and question, brainstorming among of them.

Research Instrument

The researcher used observation sheet and interview guide as the research instruments. The observation sheets used by the researcher adopted and adapted from Fortune (2000). The observation sheet focused on the lists of teachers' strategies in teaching speaking skill whether it is used in the observation, not applicable, or as an additional strategy.

The researcher asked several questions related to strategies in teaching speaking to junior high school students and the obstacles in implementing the strategies. The questions of the interview were adopted and adapted from Linse and Nunan (2005).

Technique of Data Collection

For this research, the researcher collected the data through observation and interview. The researcher will be in the classroom and observes the class by using observation sheet. Then, the researcher checked the strategy used in the class. In this case, the researcher observed the class that was the object of this research. The researcher observes the classes for three meetings. Through observation, the researcher tried to find some strategies used by the teachers in teaching speaking. In the observation sheet, there are several strategies based on the strategies that state and describe by the experts. The observation sheet is also the guidelines for the researcher to see whether the teachers would use additional strategies.

In addition, through interview the researcher tried to find some strategies used by the teachers in teaching speaking. The researcher implemented the structured interview to answer the second research question. The researcher intended to ask questions dealing with the teachers' strategies in teaching speaking.

Technique of Data Analysis

The data from the observation and interview were analyzed through descriptive qualitative method. According to Miles, Huberman and Saldana (2014), the procedure of data analysis for this research involves data condensation, data display and drawing the conclusion/ verification. The data condensation is the process of selecting, focusing,

simplifying and transforming the data that exist in the empirical materials such as the field notes, interview transcript and documents. The data display is helpful to understand what is happening and analyzing further to take action. The data display is the implication of data condensation. In displaying the data, the researcher presented the findings narratively. The last step of analysis activity is drawing and verification. Drawing the reasonable conclusion and verifying the data by relating them to the research questions. Then, the result of the observation and the interview was described in the form of narration.

RESULTS AND DISCUSSIONS

Results

Strategies used by the English teachers (CSM & MA)

The results of the research were collected through the observation sheet. Both of the teachers were observed by the researcher to find out what the strategies are used by the teachers in improving the students' speaking skill. The results of the researcher's observation, the teachers used various strategies. The following is the result of the observation in the classroom with teacher CSM.

Table 1. Strategies used in classroom by teacher CSM

Strategy	Description								
	1 st meeting			2 nd meeting			3 rd meeting		
	Obs	Not App	Add	Obs	Not App	Add	Obs	Not App	Add
1. Role play	√				√			√	
2. Drilling			√			√			√
3. Language games		√		√				√	
4. Discussion group		√			√			√	
5. Picture describing		√				√	√		
6. Storytelling		√			√			√	
7. Answer and question		√			√			√	
8. Brainstorming		√			√			√	

The table 1. above shows the teacher CSM's strategy toward the implementation of the strategies in improving the students' speaking skill. The observation sheet included eight strategies related to the speaking skill improvement. From the table above, it can be conclude that in there are only four strategies that the researcher found in the observation. The first meeting of the observation teacher CSM applied role play as the strategy. Then, in the second meeting, the teacher applied language games with picture describing as the additional strategy. In the last meeting of observation, the teacher applied picture describing strategy in improving the students speaking skill. However, the drilling strategy was always applied by the teacher in all of the meeting as the additional strategy to improve speaking skill.

Then, the researcher did the same observation with teacher MA. The researcher found that both of the teachers applied the relatively the same strategies in improving the students speaking skill. However, both of the teachers taught different level of classroom grade. The following is the result of the observation in the classroom with teacher MA.

Table 2. Strategies used in classroom by teacher MA

Strategy	Description								
	1 st meeting			2 nd meeting			3 rd meeting		
	Obs	Not App	Add	Obs	Not App	Add	Obs	Not App	Add
1. Role play		√		√				√	
2. Drilling			√			√			√
3. Language games	√				√			√	
4. Discussion group		√			√			√	
5. Picture describing	√					√		√	
6. Storytelling		√			√		√		
7. Answer and question		√			√			√	
8. Brainstorming		√			√			√	

The table 2. above shows the teacher MA's strategies in improving the students' speaking skill. The observation sheet also included eight strategies in improving students' speaking skill. From the table above, the researcher found that the drilling strategy was always applied by the teacher in all of the meeting as the additional strategy to improve speaking skill. Furthermore, it can be conclude that in there are five strategies that the researcher found in the observation. The first meeting of the observation teacher language games with picture describing as the additional strategy. Then in the second meeting the teacher applied role play as the strategy. In the last meeting of observation, the teacher applied storytelling in improving the students speaking skill.

Based on the results of observation sheet that had been done, the researcher found there were five strategies used by teachers in the classroom, the strategies are role play, drilling, games, picture describing, and storytelling. From the data that obtained, the first strategy applied by the teacher was role play. In applying the role play, the teachers asked the students to act out particular ways of interacting with others in imaginary situations. During the observation, the researcher found that they were enjoyable in practicing the dialog given and practicing the role with their group. In the classroom, both of the teachers intended to apply the scripted role play. Scripted role play involves interpreting either the textbook dialogue or speaking text in the form of speech.

The teacher in all of the meeting as the additional strategy to improve speaking skill always applied the drilling strategy. The researcher found that there is repetition drill which students repeat teacher's model as quickly and accurately as possible. During this activity, there were students who made mistakes while trying to pronounce the correct words. The teacher discussed some mispronunciation made by the students, and corrected them. During the observation, especially when correcting student' mispronunciation, the students listened to the correct pronunciation carefully and tried to imitate it automatically.

The language game applied in the classroom activity by both of the teachers was board game. The teachers began to explain the materials, the teachers use board game in order to make the students have more interests, attention and understand about the material. In board game, there are some materials needed by the players. As a minimum, there should be counters, dice and game board. The counters or playing

pieces are used as markers to be put on the spaces on the board. The pieces can be stones, seeds, buttons, plastic counters or carved wood. The dice is usually a small six-sided cube with one to six dots on its sides. The style of standard snake track is chosen as the style of the game board. Based on the data obtained by observation, the used of games as a strategy in the classroom activity made students more active and happy. They were very excited to participate in the classroom.

The researcher found that the teachers used the picture describing strategy in the flashcard. The teachers used a picture describing strategy to make students focused on speaking skill. This strategy was good to use because students always gave attention and they were curious about what they were going to do with the picture. In teaching speaking skill to the students, teacher showed the picture and then students asked to answer or guess the picture shown in English. It could not be denied that most of the students still answered not using English. This becomes an important part for teachers to remind the word in English by showing images for students to get used and remembered it. Based on the results of observation, the researcher found that most of the students showed good response in improving speaking skill especially in vocabulary by using picture-describing strategy.

From the observation, the researcher observation found that students loved story-telling strategies. The teacher played such an important role in conveying the story with an interesting style and good mimic. The teacher was required to be creative in applying these strategies in the classroom. At that moment, the story telling was adapted from some book. The teacher showed and distributed the material that contains of the explanation about descriptive text. The teacher then gave little explanation about the descriptive text and its communicative purpose, language features, and generic structure. The students were allowed to ask or clarify about the teacher's explanation to make them clear in descriptive text. They could participate actively by asking the questions or further elaboration. Before the teacher starting the story telling, the teacher asked students to sit quietly and focused their attention to the teacher. In the end of the story, the teacher asked the students to retell the story by themselves. The teacher expected that the students focused more to the learning process.

Obstacles faced by the English teachers

The following are the obstacles faced by the teachers in teaching vocabulary to students at SMP Inshafuddin Banda Aceh. First, in

teaching speaking skill to students is not easy as if the students feel bored in learning therefore the solution is that the teachers need to be creative in finding a learning strategy, such as playing games. Then, games can increase learning motivation and reduce the learning anxiety. In addition, games in learning English can encourage creative and spontaneous use of language. It also can construct a cooperative learning environment and foster participatory attitudes for students. There are some rules that should be considered to applied games. First, a game to improve students' speaking skill should have complete directions for the students and teachers roles. Second, game should be placed with play instructions, including rules, interaction patterns, action sequences, time limits, and other special cautions or directions for students and teachers. Third, excellent games should be created with procedure for after game in form of feedback and discussion.

Second, there are students who do not want be work in a group in the classroom, so the solution is the teachers should be able to teach students to work cooperatively. The teachers need to have the skill in classroom management. Classroom management is the provision and procedure necessary to create and maintain an environment in which learning and teaching activities occur. Classroom management is required because the behavior and actions of the students always change. Therefore, the class is always dynamic in the form of behavior, activities, mental attitudes, and emotional feeling of the students.

Lastly, the students rarely to practice the speaking skill. So, the solution is that the teachers should always encourage the students to practice the speaking skill at their daily activity or in the dormitory. It is important for the students to have time for practicing fluency and accuracy in the inside the classroom activity. Then, teacher should provide the learners time to talk as much as possible since they have limitations to expose their language outside the classroom. consequently, the teacher have to plan the task which consists of negotiating meaning activities and designing classroom activities. These involve guidance and practice in speaking. By paying attention towards the strategies of teaching of speaking in the classroom, the students will have better communication practice due to the principles of teaching process for speaking skill are compatible with their language context.

Discussions

This section deals with the discussion of the relation between the results of the research and the theories which were stated by some experts

and also had been strengthened by researcher under the same strategies. These discussions give some ideas concerning the strategies in teaching speaking skill to students at SMP Inshafuddin, Banda Aceh. The purpose of conducting this research is to describe the kind of strategies used by the English teachers in teaching speaking skill to junior high school students at SMP Inshafuddin, Banda Aceh. In addition, this research also aimed to describe the obstacles faced by the English teachers in implementing the strategies.

After collecting and analyzing the data of this research, it is necessary for the researcher to discuss the results for the first research question. According to Maulidar, Gani and Samad (2019), it revealed that among many teaching strategies, there were five strategies used by the teachers in teaching speaking for cadets in their school, such as role play, drilling, games, describing picture, and discussion group. Based on the result of the classroom observation, the researcher agrees with this opinion. The researcher found that there were only some strategies are applicable to be used every day such as role play, drilling, using picture and play games.

According to Larsen-Freeman (2000),^β in role play activity the students are often asked to create their own lines that relevant to the situation. Because of that role play is very crucial in speaking activity since it gives the students an opportunity to practice communicating in a social context from various several roles. For the drilling strategy, Thornbury (2002) stated that it is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole. Through repetition, it gives the students an opportunity to practice their speaking skill especially in pronunciation.

Picture describing strategy makes students remember and understand the new vocabulary more easily. As Brandon (2012) stated that using picture strategy can help the teacher to teach vocabulary related to concrete meaning. Then, games can increase learning motivation and reduce learning anxiety. Chen (2002) pointed out some benefits provided by games in language learning, especially for speaking skill. One of the benefits is games can promote communicative competence that we often assume as the goal of communication in language teaching. For that reason, the researcher believes that all strategies are good in the teaching process and the results will be seen later on the students.

Afterward, the researcher found that a lot of strategies can be used to teach speaking skill to students. The researcher's research finding

was in line with the results of research findings conducted by the previous researcher, such as Anjaniputra (2013) which revealed that the teacher's strategies in teaching speaking skills were cooperative activities, creative tasks, role play, and drilling. However, there is a small differentiation between these two researches. In this research, the researcher did not find the cooperative activities and creative tasks to be used in the classrooms as the strategy to improve speaking skill. Both of the teachers did not apply the cooperative activities and creative tasks strategies in the classroom, but the teachers did apply the role play and drilling strategy. In addition, it revealed that the students gave a positive attitude toward the strategies used by the teachers in teaching speaking because the strategies helped them to speak, as well as concerned about oral production of students.

Then, the researcher discussed and interpreted some point related to the result written in the previous parts and linked it to the relevant theories for the second research question. Based on the result of the interview with the teachers, the researcher found that the teachers faced some obstacles in the terms of the strategy implementation. The obstacles are first, in teaching speaking skill to students is not easy as if the students feel bored in learning. Second, there are students who do not want to work in a group in the classroom. Last, the students also rarely forget to practice the speaking skill. In order to overcome the problems, it forced the teacher to be creative. The teacher should teach the students to work cooperative and ask the student to repeat what they have learn. The researcher's research finding was in line with the results of research findings conducted by the previous researcher, such as Krutikova (2017) which revealed the fact that teacher should not produce a slow-moving effect in the classroom, it would be attractive if the teacher allow for learning that is more dynamic.

Moreover, teachers who use several strategies in improving the speaking skill are able to make the students participate and engage actively in teaching process as they learn English delectably, and competitively. This was also in line with the research from Thomson (2012) which revealed that the level of language learners and the types of interactions during the lesson between the teacher and students were all considered as possible reasons why teachers might be choosing to employ a particular type of strategy in teaching foreign language.

CONCLUSION

This study can be concluded into two main points. First, among many strategies there are five strategies used by the teachers in teaching speaking skill for students at SMP Inshafuddin, Banda Aceh, those are role play, drilling, games, picture describing, and storytelling. It is because the implementation of those strategies in teaching English could build the speaking skill, especially in the elements of speaking such as vocabulary, grammatical structure, pronunciation and fluency. The second point is related to the obstacles faced by the teachers in applying the strategies. From the observation and interview process, it can be considered that students feel bored in learning. Therefore, the solution is that the teachers need to be creative in finding a learning strategy. Then, the teachers should be able to teach students to work cooperatively therefore in the class students were able to participate actively and competitively in the class activity using those strategies. And, the teachers also have the obstacles to ask the students to be exposed by the target language.

The students are suggested to become active speakers by asking the teachers to teach them some strategies to improve their speaking skill, focus on developing the knowledge on how to work cooperatively in order to improve their speaking skill, develop speaking skill by practicing and have more discussions about the speaking activities. The following suggestions are proposed for the English teachers. It is suggested for the teacher to be creative by combining some strategies to support students in achieving the learning goals, stimulating students' motivation to work cooperatively in speaking activities, and promoting research with more appropriate strategies in teaching speaking skill. All of these to attract students to practice speaking. In addition, the researcher also proposes a suggestion for the future research. The other researchers can investigate multifaceted views in teaching speaking skill to students, involving gender, age, motivation and other strategies used in teaching English.

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